990

National Endowment for the Humanities

Division of Fellowships and Seminars

Guidelines and Application Forms

Application Deadline: November 1, 1989

1990 Younger Scholars

High School Students College Students

READEX FICHE best copy available

NF 3.8/2-6:

CHECKLIST OF APPLICATION MATERIALS FOR NEH YOUNGER SCHOLARS

FORM OMB: 3136-0090
Expires 3/31/92

[] The original proposal, which includes

a) the one-page NEH application cover sheet;

b) a comprehensive description of the proposed study, not to exceed four pages;

c) a one-page bibliography for the project; and

d) a reference letter from the project adviser in a sealed envelope.

[] In addition to the original copy of the proposal, seven collated copies of the application cover sheet, comprehensive description of the proposed study, and bibliography.

[] Set of data cards, one 5"x8" (card #1) and one 3"x5" (card #2).

[] For applicants who are twenty-two years of age or older by the application deadline, a certification of full-time college status, which may be submitted separately.

Note: Individuals who will have received or expect to receive a bachelor's degree by October 1, 1990, are not eligible to apply for a Younger Scholars award.

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1990 NEH YOUNGER SCHOLARS AWARDS

Application and Award Schedule

Application Deadline:	November 1, 1989
Next Year's Deadline:	November 1, 1990
Notification of Awards:	Mid-March, 1990
Beginning Date for Tenure of Awards:	June 1, 1990

GENERAL INFORMATION

The National Endowment for the Humanities

The National Endowment for the Humanities is an independent grant-making agency established by Congress in 1965 to support scholarly research, education, and public programs in the humanities.

The Endowment supports work in the humanities through programs administered by five divisions--Education Programs, Fellowships and Seminars, General Programs, Research Programs, and State Programs--and two offices--the Office of Challenge Grants and the Office of Preservation.

The Humanities

In the act that established the National Endowment for the Humanities, the term humanities includes, but is not limited to, the study of the following disciplines: history; philosophy; languages; linguistics; literature; archaeology; jurisprudence; the history, theory and criticism of the arts; ethics; comparative religion; and those aspects of the social sciences that employ historical or philosophical approaches.

SPECIAL INITIATIVES

A special initiative is an undertaking by the Endowment to encourage proposals in all grant-making categories for projects relating to a specific subject or event. Proposals are currently solicited for the following initiatives:

The Foundations of American Society

Within its existing programs, the Endowment continues to encourage study, research, and discussion about the history, culture, and principles of the founding period, an emphasis that began with the Endowment's initiative on the bicentennial of the U.S. Constitution. Proposals may deal directly with the events and achievements of the founding period, including the ratification of the new Constitution, the establishment of the federal government, and the works of philosophy, politics, literature, and art that were produced during this founding period. They may also treat later events, achievements, and works that have resulted or developed from the founding period or that reflect or respond to its concerns and principles.

The Columbian Quincentenary

As part of the international observance of the 500th anniversary of Christopher Columbus's voyage of discovery to the New World, NEH invites proposals for original scholarship on related topics and for the dissemination of both new and existing scholarship. Topics may include the expansion of European civilization through the efforts of the Spanish and Portuguese crowns and the establishment of new societies and new forms of cultural expression through encounters among native American, European, and African peoples. Proposals may also explore the ideas - political, religious, philosophical, scientific, technological, and aesthetic - that shaped the processes of exploration, settlement, and cultural conflict and transformation set into motion by Columbus's momentous voyage.

THE YOUNGER SCHOLARS PROGRAM

Awards for Younger Scholars provide the nation's students with opportunities to conduct noncredit independent research and writing projects during the summer months. Under the close supervision of advisers who are teachers and scholars in the humanities, individuals pursue their own projects during a concentrated period of time not normally available during the school year. This program enables the Younger Scholars to enhance their intellectual development by producing research papers on a specific topic. In both subject matter and methodology, projects must be firmly grounded in one or more of the disciplines of the humanities.

The Younger Scholars Program is intended for two groups of students. High School Younger Scholars awards are made to secondary school students; and College Younger Scholars awards are made to undergraduates below the level of senior. These two competitions will be judged separately.

HIGH SCHOOL YOUNGER SCHOLARS

In the past, high school students have proposed reading and research projects over a wide range of humanities topics. Some examples of successful high school applications since the program's inception in 1984 are given below.

Example: A high school junior explores the influence of sectionalism in a project related to the NEH special initiative on the Foundations of American Society. She examines how sectionalism in New England, the middle states, and the South affected the Articles of Confederation and the Constitution.

Example: A high school senior attempts to define the nature of tragedy, focusing on three plays: Oedipus Rex, Hamlet, and Death of a Salesman. Beginning with Aristotle's concept of tragedy in the Poetics, he analyzes the three plays and develops an expanded conception of tragedy.

Example: A high school senior examines the views of Montesquieu and Cicero on the causes of the success and decline of the Roman republic, focusing specifically on the influence of Roman religion on civic virtue and comparing the observations of a participant in the events to those of a later commentator.

In 1990, High School Younger Scholars may address the optional theme of "Biography and Autobiography." Applicants need not focus on this theme, and proposals reflecting it will not receive special priority, but some students might welcome the opportunity to explore this topic.

"Biography and Autobiography" will focus on individual lives within a literary, historical, or social and cultural context. Because it is difficult to judge the overall impact or cultural significance of an individual life without historical perspective, these projects will be devoted to the study of figures who are no longer living. Projects might take a number of different forms. For example, successive biographies of a significant individual could be studied; studies of a writer or of an historical figure over several generations reveal the cultural preoccupations of the various periods within which the biographies were written. Or a biography could be tested against the original sources and related to primary documents, such as letters, diaries, journals, and memoirs, in an effort to assess it. Autobiographies can be read for style, pattern, and structure; compared with other autobiographies; assessed relative to other contemporary accounts and records; examined as representative of an era, a national setting, or an aspect of the human experience; or studied for change over a period of time.

The emphasis in these projects should be on lives that had lasting historical or cultural significance, either through actions or other achievements of a literary, artistic, or cultural kind. Looking at a biography or an autobiography as an account of a lived life, a student might ask the following questions: What were the values that animated that life? How did it relate to the spirit of the age? Was the individual an exemplar of the period? How do these important texts illuminate crucial questions about human existence?

Example: A student compares Augustine's Confessions to Vladimir Nabokov's autobiography, Speak, Memory. Tone, structure, selection of incident, narrative development, and theme are examined to compare presentations of self, society, and human responsibility in the late classical and modern worlds.

Example: A high school junior reads The Narrative of the Life of Frederick Douglass and the two subsequent autobiographies written by Douglass. He then attempts to assess Douglass's significance in nineteenth-century America by studying biographical works by Foner, Quarles, Chesnutt, and Bontemps.

Example: A high school senior proposes to study the life of Winston Churchill, with particular attention to Churchill's responses to defeat and failure. Starting with Churchill's autobiographical volume, My Early Life, the student uses contemporary biographies and Churchill's own writings in analyzing his role as a national leader, focusing on two episodes: the Dardanelles campaign during World War I and the Battle of Britain in World War II.

Example: A high school junior studies Henry Adams's autobiographical work, The Education of Henry Adams. He then consults the biographies by Ernest Samuels, Elizabeth Stevenson, and others in an attempt to develop perspective on Adams's life and thought and his significance for American intellectual history.

Example: A student analyzes three early accounts of the life of the first European emperor, Charlemagne (Charles the Great), who lived from about 742 to 814. She studies the contemporary lives of Charlemagne by Einhard and Notker and the eleventh-century epic poem Song of Roland. Her study explores the evolution of ideas concerning power and political leadership in early Europe.

Example: A student proposes to study the life of Abraham Lincoln by examining Carl Sandburg's Abraham Lincoln: The Prairie Years (1926) and Abraham Lincoln: The War Years (1939). He then examines contemporary scholarly research by American historians in order to determine what changes have taken place in the perception of Lincoln among students of nineteenth-century American history since Sandburg wrote his prize-winning biography.

Example: A student examines the life of Simon Bolivar, who liberated northern South America between 1808 and 1824, with special attention to his political ideas and their development during the wars of independence. The student reads a number of historical studies including John Lynch's The Spanish American Revolutions in an effort to determine why Bolivar was resented by many of his contemporaries but became a hero to posterity.

Example: A high school senior attempts to trace the development of Ernest Hemingway as a writer by studying biographies with widely varying approaches. He reads biographies by Carlos Baker, Phillip Young, and Kenneth Lynn and compares these perspectives with memoirs by Hemingway's relatives and acquaintances in volumes by Leicester Hemingway, Marcelline Hemingway Sanford, and Gregory H. Hemingway.

Example: A student reads the autobiography of Zora Neale Hurston, Dust Tracks on a Road. The student then reads two of Hurston's novels, Their Eyes Were Watching God and Jonah's Gourd Vine, and other writings by and about the author in an effort to identify major thematic emphases in her published work.

COLLEGE YOUNGER SCHOLARS

Proposals in College Younger Scholars have ranged widely over topics in the various humanities disciplines. The following examples give some idea of the breadth of the program during its first six years.

Example: Focusing on the origins of the U.S. Constitution, an undergraduate studies the Antifederalist critique of the American founding. The purpose of the project is to determine how the arguments of the Antifederalists affected the development of the Constitution and its role in American life.

Example: A college junior studies the thematic significance of landscape and architecture in the works of Willa Cather. She studies The Song of the Lark, Death Comes For the Archbishop, and The Professor's House and develops an interpretation of Cather's symbolic use of architecture in the development of her characters.

Example: A college sophomore seeks to address a fundamental question in Western art history--the relationship of the Renaissance to antiquity--by studying the work of a single artist, the sculptor Donatello. He proposes to use new categories of analysis developed in the study of Renaissance literature as a framework for the consideration of Donatello's work.

Example: A college junior examines the evolution of American attitudes toward wilderness from the Puritans to the romantics, beginning with Bradford's History of Plymouth Plantation and ending with Parkman's The Oregon Trail and Thoreau's The Maine Woods. He tries to trace changes in American perceptions of wilderness from the seventeenth to the nineteenth centuries.

Example: A college sophomore writes a paper examining the beginning of the tradition of fieldwork in modern cultural anthropology. He focuses on the work of Bronislaw Malinowski among the Trobriand Islanders and compares Malinowski's approaches with the contemporary concept of participant-observation in anthropology.

Example: A college student working with a professor of architectural history analyzes the relation of Frank Lloyd Wright's philosophies of individualism, democracy, and organic architecture. The focus of the study is on the convergence of the ideas of American social philosophers, such as William James and John Dewey, with Wright's approach to architecture.

APPLICANT ELIGIBILITY AND CATEGORIES OF SUPPORT

High School Younger Scholars

Any high school student may apply. Applicants must be either U.S. citizens or foreign nationals who have lived in the United States for at least three consecutive years at the time of application. High school students (at the time of application) may apply for $1,800, of which $400 is allotted to the adviser.

College Younger Scholars

College students who are below the level of senior may apply. College students who are twenty-two years of age or older by the application deadline must provide a letter from the registrar certifying that they are full-time students pursuing an undergraduate degree, as defined at their institution. Applicants must be either U.S. citizens or foreign nationals who have lived in the United States for at least three consecutive years at the time of application. College students may apply for $2,200, of which $400 is allotted to the adviser.

GRANT REQUIREMENTS AND RESTRICTIONS

Requirements

1. All grants involve nine weeks of full-time work by an individual on a specific humanities project during the summer months. Grantees may not be enrolled in a credit course during the grant period, and projects may not be used for academic credit.

2. All projects require a project adviser with knowledge and qualifications in an appropriate humanities discipline who will work closely with the grantee. The Endowment suggests a minimum of one conference per week and requires that applicant-adviser meetings be conducted in person (advising by telephone only is not sufficient). Only one person may be listed by the applicant as the offical project adviser.

3. All projects are expected to result in a substantial research paper, with bibliography, that must be submitted to the Endowment in conjunction with a final narrative report.

4. The project adviser must submit an assessment of the summer's work within ninety days following the end of the grant period.

Restrictions

1. Individuals who will have received or expect to receive a bachelor's degree by October 1, 1990, are not eligible to apply.

2. No project activities may take place outside the United States during the grant period.

3. Joint projects by two or more individuals may not be submitted.

4. An individual may submit only one application during any cycle of competition.

5. Parents or guardians of applicants may not write reference letters or serve as advisers on projects in the Younger Scholars Program.

6. An individual who receives a Younger Scholars award may not apply for a second one.

7. No adviser may work with more than two Younger Scholars during a grant period.

HOW APPLICATIONS ARE EVALUATED

After review by Endowment staff for eligibility, applications are sent to independent panels of experts in the humanities. These individuals have knowledge in particular areas of the humanities relevant to the group of proposals under consideration. The panel evaluates the relative merits of each proposal.

The staff assesses the recommendations and suggestions of the panelists and makes its recommendations to the National Council on the Humanities. The members of the council review the proposals and make their recommendations to the Endowment Chairman. By law, the Chairman has the final responsibility for decisions on applications.

Evaluators will consider the following questions:

1. Is the project firmly grounded in a discipline or disciplines of the humanities?

2. Is the topic sufficiently significant so that carrying out the project will enhance the intellectual development of the applicant?

3. Does the project have a carefully defined scope and are the objectives attainable within the grant period?

4. Is the plan of work logical and rigorous?

5. Does the adviser have training and knowledge in the humanities appropriate to the project? Does the adviser have an appropriate role in the project?

6. Does the applicant have the necessary ability and academic background to undertake the project?

APPLICATION INSTRUCTIONS

Applicants should be thoroughly familiar with all the information in this booklet before completing the application.

A complete application package consists of four parts:

1. the original copy of the completed application;

2. two completed data cards (enclosed in this booklet);

3. in addition to the original copy of the proposal, seven photocopies (on 8 1/2 x 11-inch paper) of the completed application. Each application set should contain: (1) a copy of the application cover sheet and (2) a comprehensive description of the proposed study, including a bibliography;

4. a reference letter from the project adviser in a sealed envelope. Without a letter from the project adviser, an application will not be reviewed.

- All applications should be typed with the pages numbered and the applicant's name in the upper right-hand corner of each page. All photocopies should be legible. The applicant should keep an additional copy for reference.

- Each set of application materials should be fastened together in the proper order, with paper clips or staples only. Binders or notebooks should not be used.

- The application cover sheet (instructions on page 12) and a copy of the reference letter form are enclosed in this booklet.

NOTE: A college student twenty-two years of age or older by the application deadline must provide a letter from the registrar certifying that the applicant is a full-time student pursuing an undergraduate degree, as defined at the institution. This letter should accompany the application, if possible, but in any case must be received by the Endowment no later than December 1, 1989. This certification letter is the only item that may be sent separately from the application package.

o Send completed applications in a package clearly marked "application materials" to

Younger Scholars
Division of Fellowships and Seminars
Room 316
National Endowment for the Humanities
1100 Pennsylvania Avenue, N.W.
Washington, D.C. 20506

Applications must be postmarked no later than November I, 1989. There will be no extensions. Announcements of awards will be made on or about March 15, 1990.

Comprehensive Description of Project

The project description should be written in plain, jargon-free language and should be no more than four single-spaced, typewritten pages with a fifth page devoted to a bibliography. The project description should be organized under the following headings:

1. History and Definition of the Project

Applicants should describe the specific program of study or research planned for the period of the grant, explaining the basic ideas or questions to be explored and illustrating the planned approach or line of thought.

In addition, an applicant should explain how the project was conceived and how it will contribute to his or her intellectual development. Projects must have been initiated by the applicant, and the work may not be part of a preplanned institutional program or part of an institution's or other individual's larger work. No academic credit may be sought for projects.

2. Work Plan, Methodology, and Schedule

Applicants should outline the work plan, methodology, and schedule for the grant period. Issues that will be pertinent to evaluators include any preliminary work (reading, study, research) that applicants have done or will do on the project prior to the grant period; the planned stages, week-by-week if possible, for completion of the project; the integration of the adviser into the project; the critical approaches to be employed; the location of the project; and what limited travel within the United States might be conducted for the project. If a foreign language is involved, the applicant should cite specific experience with the language and should have a

second reference letter that attests to the applicant's adequacy in that language for the project.

NOTE: In the past, one of the most common reasons for the rejection of an application has been the judgment by evaluators that the project could not be completed during the time allotted. The work plan must reflect a realistic approach to completion of the project within nine weeks.

3. Statement of Qualifications

Applicants should describe (1) their educational background; (2) specific project-related courses and experience; and (3) their major intellectual interests. Applicants should also provide their date of birth, current academic status, and expected graduation year. Transcripts, work examples, test scores, or grade point averages should not be included. The statement of qualifications should be no longer than one or two paragraphs.

4. Bibliography

Applicants should include a one-page, carefully selected, annotated bibliography of the texts of greatest relevance that will be used and a short listing of other resources or collections to be employed.

Reference Letters

Each application must include a reference letter from the project adviser. The adviser should confirm his or her commitment to work closely with the applicant throughout the project period, in addition to assessing the value of the project and the ability of the applicant to complete the project satisfactorily. The project adviser should divide the letter into the three sections described on the back of the reference letter form. It is expected that the adviser will be available for close consultation with the applicant during each phase of the project, will meet with the Younger Scholar at least once each week, and will submit a final evaluative report within ninety days after the grant period ends.

A second reference letter should be submitted that documents language proficiency, if such proficiency is necessary for the project. Normally, however, only one letter of recommendation should accompany each application. Please do not send additional reference letters; such letters will not be forwarded to the reviewers.

Applicants should provide each reference letter writer with the Reference Letter Form (enclosed) or a copy of this form. Letters of recommendation are to be returned to the applicant--in sealed envelopes--for inclusion in the student's mailing of the complete application package.

National Endowment for the Humanities

Washington, D.C.

The following pages include:

—Instructions for Completing the Application Cover Sheet
—The Application Cover Sheet
—Field of Project Categories and Codes

Please read the instructions before completing applicable questions. Please print or type.

Purpose: The National Endowment for the Humanities uses a single cover sheet for all of its programs. This cover sheet gathers information that is necessary in one of two ways:

(1) The information is necessary for efficient consideration of the application during the review process and in the administration of the grant if an award is made.

(2) The information is *required of the Endowment* in various reports to Congress, other federal agencies, and the public. The Endowment must provide reports that involve statistical information or descriptions that can be obtained quickly from the cover sheet. Information is recorded in a computer, which stores the data for subsequent compilation and reporting.

Please read the instructions for each question carefully. Answer each question by typing or printing your reply. Please verify your answers to be certain that they are correct and complete.

You will find it helpful to complete the cover sheet last, after all other parts of the application have been prepared.

Privacy Act: The following notice is furnished in compliance with the Privacy Act of 1974:

The information is solicited under the authority of the National Foundation on the Arts and Humanities Act of 1965, as amended, 20 U.S.C. 956. This information is needed to process the grant application and for statistical research and analysis of trends. The routine uses which may be made of this information are: general administration of the grant review process; statistical summaries; congressional oversight; and analysis of trends. Failure to provide any of the requested information will result in the delay or rejection of the application.

Block 12 - The Endowment is required to seek from all applicants certifications regarding federal debt status, debarment and suspension, and a drug-free workplace. By signing and submitting this application, the applicant is providing the certifications. Please refer to the "Certifications" and the accompanying instructions in the appendix to these application guidelines.

Block 13 - Enter applicant's status at the time of application: for example, "high school junior" or "college sophomore."

NEH APPLICATION COVER SHEET

OMB No. 3136-0090
Expires 3/31/92

1. Individual applicant or project director
a. Name and mailing address

Name _____ (last) (first) (initial)

Address _____

_____ (city) (state) (zip code)

b. Form of address: [ ]

c. Social Security # _____ Date of birth _____ (mo./day/yr.)

d. Telephone number
Office: ___ / _____ (area code) Home: ___ / _____ (area code)

e. Major field of applicant or project director Not Applicable [ ] (code)

f. Citizenship ☐ U.S.
☐ Other _____ (specify)

2. Type of applicant
a. ☒ by an individual b. ☐ through an org./institute
If a, indicate an institutional affiliation, if applicable, on line 11a.
If b, complete block 11 below and indicate here:
c. Type
d. Status

3. Type of application
a. ☒ new c. ☐ renewal
b. ☐ revision and resubmission d. ☐ supplement
If either c or d, indicate previous grant number:

4. Program to which application is being made
Younger Scholars Program 6119

Endowment Initiatives: _____ (code)

5. Requested grant period
From: 6/1/90 (month/year) To: 8/31/90 (month/year)

6. Project funding
☐ $ 2,200
☐ $ 1,800

7. Field of project [ ]

8. Descriptive title of project:

9. Description of project (do not exceed space provided)

10. Will this proposal be submitted to another government agency or private entity for funding?
(if yes, indicate where and when): Not Applicable

11. Institutional data
a. Name and address of applicant's institution:

_____ (name)
_____ (city) (state)

b. Employer identification number Not Applicable

c. Name of authorizing official: Not Applicable

_____ (last) (first) (initial)
_____ (title)

d. Name and institutional address of project adviser:

_____ (last) (first) (initial)
_____
_____ (city) (state) (zip code)

e. Project adviser's humanities field _____

12. Certification
By signing and submitting this application, the applicant is providing the certifications regarding federal debt status, debarment and suspension, and a drug-free workplace, as set forth in the appendix to these application guidelines.

_____ (signature) _____ (date)

Note: Federal law provides criminal penalties of up to $10,000 or imprisonment of up to five years, or both, for knowingly providing false information to an agency of the U.S. government. 18 U.S.C. Section 1001.

13. Applicant's current status _____

For NEH use only
Date received
Application #
Initials

Field of Project Categories and Codes

The following categories and codes should be used to complete blocks 1d and 7 of the NEH Application Cover Sheet. If no exactly appropriate category is provided, please select the larger category that would include the more precise one. (This listing is strictly for use by the NEH staff to help retrieve information about applications and grants by subject matter field. The listing is not comprehensive and *is not meant to define the disciplines of the humanities*. For that definition and advice about eligibility for Endowment awards, please consult elsewhere in these application materials. The hierarchical arrangement is for convenience.

Anthropology L1

Archaeology U6

Archival Management/Conservation I1

Arts, History and Criticism MA

Architecture: History & Criticism U3
Art: History and Criticism M1
Dance: History & Criticism M3
Film: History & Criticism M4
Music: History & Criticism M5
Theater: History & Criticism M2

Communications P2

Composition & Rhetoric P1
Journalism P4
Media P3

Education H1

Ethnic Studies K1

Asian American K5
Black/Afro-American K4
Hispanic American K3
Jewish K6
Native American K2

History A1

African A2
American A3
Ancient AC
British A4
Classical A5
European A6
Far Eastern A7
Latin American A8
Near Eastern A9
Russian AA
South Asian AB

Humanities U3

Interdisciplinary U1

African Studies GI
American Studies G3
Area Studies GH
Asian Studies G5
Classics G7
Folklore/Folklife R1
History/Philosophy of Science, Technology or Medicine GA
International Studies GG
Labor Studies G4
Latin American Studies GJ
Medieval Studies G8
Regional Studies GF
Renaissance Studies G9
Rural Studies GC
Urban Studies G2
Western Civilization GB
Women's Studies G1

Languages C1

Ancient CC
Asian CA
Classical C2
Comparative C9
English CE
French C3
German C4
Italian C5
Latin American C6
Near Eastern CB
Slavic C7
Spanish C8

Law/Jurisprudence Q1

Library Science H3

Linguistics J1

Literature D1

African DK
American DE
Ancient DC
Asian DA
British DD
Classical D2
Comparative D9
French D3
German D4
Latin American D6
Literary Criticism DI
Near Eastern D8
Slavic D7
Spanish D8

Museum Studies/Historic Preservation I2

Philosophy B1

Aesthetics B2
Epistemology B3
Ethics B4
History of Philosophy B5
Logic B6
Metaphysics B7
Non-Western Philosophy B8

Religion E1

Comparative Religion E5
History of Religion E2
Non-Western Religion E4
Philosophy of Religion E3

Social Science U2

American Government F2
Economics N1
Geography U7
International Relations F3
Political Science F1
Psychology U5
Public Administration F4
Sociology S1

Division of Fellowships and Seminars
National Endowment for the Humanities
Washington, D.C. 20506

Reference Letter-Younger Scholars

Instructions for Writing Reference Letter:

Please assess the value of the project, comment on the applicant's ability to carry out the project, and list your qualifications to offer such comments.

If you are the project's adviser, please divide your letter into three sections of appropriate length.

1. Evaluate the applicant's ability, in terms of background knowledge and skills, to carry out the project. Also comment on the value of the project for the student. It is expected that you will have seen a written narrative or comprehensive outline of the project before writing this letter.

2. Discuss your role as adviser, including the expected amount of time and number of meetings with the applicant through the end of the grant period. The Endowment expects a minimum of one conference per week and requires that applicant-adviser meetings be conducted in person (advising by telephone only is not sufficient). A prospective adviser should be aware that the Endowment expects a report evaluating the project within ninety days of the end of the grant period.

3. Provide an abbreviated listing of your specific qualifications to advise the project (humanities degrees, relevant courses taught, relevant publications, etc.), not to exceed two pages.

Reference letters should be typed on the enclosed form with the applicant's name and project title clearly marked at the top, placed in a sealed envelope together with this form, and then forwarded to the applicant for inclusion in the mailing of the complete application package.

Because no scholar may serve as the official adviser on more than two Younger Scholars Program grants during any summer, advisers should limit their sponsorship accordingly.

OMB No. 3136-0090
Expires 3/31/92

NEH YOUNGER SCHOLARS PROGRAM

Please type

Applicant _____

Project Title _____

Project Adviser [ ] Yes [ ] No

Reference Letter Writer _____

Title _____

Institution _____

Work Address _____

Home Address _____

Telephone: work ( ) _____ home ( ) _____

Signature _____

It is important that the instructions on the previous page be followed. This letter should not be sent to the Endowment. It should be returned to the applicant in a sealed envelope.

APPENDIX

Instructions for Certification

1. The Endowment is required to seek certifications from applicants who are individuals regarding federal debt status, debarment and suspension, and the requirements of the Drug-Free Workplace Act of 1988. By signing and submitting this proposal, the applicant provides these certifications.

2. If a prospective applicant is unable to provide the certification required by the Drug-Free Workplace Act, he or she is not eligible for funding from the Endowment. If a person is unable to provide the certification regarding federal debt status or debarment and suspension, an explanation shall be submitted to NEH. The explanation of why the certification on federal debt status or debarment and suspension cannot be submitted will be considered in connection with the Endowment's funding determination. Failure to furnish a certification or an explanation shall disqualify the applicant from receiving an award from the Endowment.

3. The certifications are material representations of fact on which reliance will be placed when the Endowment determines to fund the application. If it is later determined that the applicant knowingly provided an erroneous certification, in addition to other remedies available to the federal government, the Endowment may terminate the award for cause or default or, when applicable, may take action authorized under the Drug-Free Workplace Act.

4. The applicant shall provide immediate written notice to the Endowment if at any time he or she learns that the certifications were erroneous when submitted or have become erroneous by reason of changed circumstances.

5. The following definitions apply to the terms used in each of the certifications.

Definitions

Controlled Substance: A controlled substance in schedules I through V of Section 202 of the Controlled Substance Act (21 U.S.C. 812), and as further defined by regulation at 21 CFR 1300.11 - 1300.15.

Debarment: An action taken by a debarring official in accordance with 45 CFR Part 1169 to exclude a person from participating in covered transactions. A person so excluded is "debarred."

Delinquent: Represents the failure to pay an obligation or debt by the date specified in the agency's initial written notification or applicable contractual agreement, unless other satisfactory payment arrangements have been made by that date, or if at any time thereafter, the debtor fails to satisfy the obligation under a payment agreement with the agency. If the debtor fails to pay the debt by the specified date, then the debt is delinquent and the "date of delinquency" is the date given as the payment due date for contractual agreements or the date notification of the debt was mailed, as appropriate.

Federal Debt: The amount of money or property that has been determined by an appropriate agency official to be owed to the United States by any person, organization, or entity. Examples of debts include delinquent taxes, audit disallowances, guaranteed and direct student loans, housing loans, farm loans, business loans, Department of Education institutional loans, benefit overpayments, and other miscellaneous administrative debts.

Grantee: (in the drug-free workplace certification) A person who applies for or receives a grant directly from a federal agency.

Ineligible: Excluded from participation in federal nonprocurement programs pursuant to a determination of ineligibility under statutory, executive order, or regulatory authority, other than Executive Order 12549.

Primary Covered Transaction: This is normally any nonprocurement transaction between an agency and a person, regardless of type, including grants, cooperative agreements, scholarships, fellowships, contracts of assistance, loans, loan guarantees, subsidies, insurance, payments for specified use, donation agreements, and any other nonprocurement transaction between a federal agency and a person.

Proposal: A solicited or unsolicited bid, application, request, invitation to consider or similar communication by or on behalf of a person seeking to participate or to receive benefit, directly or indirectly, in or under a covered transaction.

Suspension: An action taken by a suspending official in accordance with these regulations that immediately excludes a person from participating in covered transactions for a temporary period, pending completion of an investigation and such legal, debarment, or Program Fraud Civil Remedies Act proceedings as may ensue.

Certifications

1. Certification Regarding Federal Debt Status (OMB Circular A-129)

The applicant certifies to the best of its knowledge and belief that he or she is not delinquent in the repayment of any federal debt.

2. Certification Regarding Debarment and Suspension (45 CFR 1169)

The prospective primary participant (applicant) certifies to the best of its knowledge and belief that it and its principals: (a) are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any federal department or agency; (b) have not within a three-year period preceding this proposal been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) transaction or contract under a public transaction; violation of federal or state antitrust statutes; or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property; (c) are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (federal, state, or local) with commission of any of the offenses enumerated in paragraph (b) of this certification; and (d) have not within a three-year period preceding this application/proposal had one or more public transactions (federal, state, or local) terminated for cause or default.

3. Certification Regarding Drug-Free Workplace Requirements (Drug-Free Workplace Act of 1988)

The grantee certifies that he or she will not engage in the unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance in conducting any activity with the grant.

EQUAL OPPORTUNITY

The National Endowment for the Humanities is responsible for ensuring compliance with and enforcement of laws prohibiting discrimination because of race, color, national origin, sex, handicap, and age in programs and activities receiving federal assistance. Endowment grant recipients are responsible for complying with these laws. For additional information concerning these obligations, of if you believe that you have been discriminated against in any program, activity, or facility receiving federal assistance from the Endowment, please write immediately to the director, Office of Equal Opportunity, National Endowment for the Humanities, 1100 Pennsylvania Avenue, N.W., Washington, D.C. 20506.

Note:

If a proposed project relates to American Indians, Aleuts, Eskimos, or native Hawaiian people and artifacts, an applicant should obtain from the Endowment a copy of its Code of Ethics concerning native Americans. The code establishes certain standards of conduct in research, publication, and public programs involving native American people.

F89-12

Card #1

FY 90 **NEH YOUNGER SCHOLARS**—Please Print or Type

OMB No. 3136-0090
Expires 3/31/92

Applicant's Name: (Last name, first name, initial)

Telephone Numbers (with area codes):
Office: _____
Home: _____

School Affiliation:
Institution: _____
City/State/Zip: _____

Applicant's Permanent Mailing Address:
_____
_____
_____

Applicant's Mailing Address at School:
_____
_____
_____

Descriptive Title of Project: (Same as cover sheet)

References: (Names only)
Project Adviser: _____
Language Competence (if appropriate):
_____

Current Academic Status:

☐ High School
☐ Freshman
☐ Sophomore
☐ College
☐ Junior
☐ Senior

Date of Birth: _____
month/day/year

Expected Graduation Year: _____
month/year

Card #2

Complete all blanks as follows:

1. Name: last, first, middle
2. Institutional Affiliation: institution's name, city, state
3. Descriptive Title of Project: as in Block 8 of the application cover sheet
4. Check if the application is to High School or College Younger Scholars

1. _____

2. _____

3. _____

☐ High School ☐ College

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Division of Fellowships and Seminars, Room 316
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